

Working Agenda for Class Session 10: Thinking Through the Entry 4 Reflective Summary

Candidates should bring portfolio directions for entry 4, standards, drafts of written commentaries, notes, and documentation as developed.

Topic	Activity	Materials
Opening	<ul style="list-style-type: none"> • Welcome • Set Purpose for the Session. Ask participants to brainstorm topics, questions, or issues to address. List these on chart paper. Review the agenda with the participants. • Explain the parking lot. Ask participants to write questions or comments that are not focused on the topic on post-its and post on the parking lot to be addressed at break or end. 	<ul style="list-style-type: none"> • Chart paper • Markers • Sign in sheet • Parking Lot • Post-its
Reflective Summary	<p><u>PASSION AND EXCITEMENT</u></p> <ul style="list-style-type: none"> • In pairs, ask candidates to identify what they have been professionally passionate about in the last few years. “What has been your focus and what have you tried To learn more about? To do more often? To talk to other teachers about? To share with parents? To get other teachers, parents, or leaders to do? • Ask candidates to reflect on their identified accomplishments. Ask them not to describe what they did or the significance or the impact on student learning. Ask them to share what they are the most excited or passionate and why they think they are so passionate about it. <p><u>DIRECTIONS FOR REFLECTIVE SUMMARY</u></p> <ul style="list-style-type: none"> • Read through the directions for the reflective summary on the first page of the packet. Clarify and respond to questions about the meaning of the directions and questions. Point out that candidates should not restate the descriptions and analysis. Candidates should focus on the patterns of the significance of their accomplishments when all of them are taken together. Why and how does that significance impact learning. Explain that the next activities will engage them in thinking about how their accomplishments are related by the significance of what they did and by how it impacted student learning. • Ask participants to use the handout, Looking for Patterns in Significance of Accomplishments” to list the significance stated for each accomplishment. Next to the significance, list the number of the accomplishment. If more than one accomplishment has the statement of significance or some statement closely related list that accomplishment number also. In other words, there may be more than one accomplishment for statements of significance. • Once the candidates have list the significance and accomplishments, ask them to see if there is a pattern or category or relationship among the significance statements. Ask them to list 	<p>Handouts</p> <p>Reflective Summary” directions</p> <ul style="list-style-type: none"> • “Looking for Patterns in Significance of Accomplishments”

	<p>those at the bottom of the page. Ask the whole group to share the categories, patterns, relationships. This may help others to identify their own.</p> <ul style="list-style-type: none"> • Ask participants to use the same process to complete the handout, “Looking for Patterns in How Accomplishments Impact Student?” • Ask participants to reread the question for the reflective summary at the top of the handout “Most Effective Work Outside of the Classroom”. Ask candidates to prioritize the category, pattern, relationship among significance and impact on student learning that was the most effective. Is this what they were the most passionate or excited about or committed to? Give reasons why this was the more effective and focus on student learning? • Ask participants to complete the handout, “Making Plans for Further Impact based on Patterns in Accomplishments”. Ask them to name the pattern in the accomplishment and list one action to take for further impact on student learning outside of the classroom or instruction. List reasons why and logic why this action would be effective. Base it on significance and impact evidence in your writing. 	<ul style="list-style-type: none"> • “Looking for Patterns in How Accomplishments Impact Student Learning” • “Most Effective Work Outside of the Classroom” • “Making Plans for Further Impact based on Patterns in Accomplishments”
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